

Recommended Updates to Our Whole Lives for Adults

Since *Our Whole Lives for Adults* was published in 2000, much has changed in terms of the language around gender and orientation as well as sexual science and culture. Development of a new edition is in the preliminary stages. Please mark the following **strongly recommended changes** in your copy of the curriculum to make it as accurate and inclusive as possible. If you have questions, contact owl@uua.org or owl@ucc.org.

UNIVERSAL CHANGES THROUGHOUT THE CURRICULUM

- Change binary gendered terms like “man and woman,” “he and she,” “mother and father,” etc. to gender-neutral terms such as “people,” “they,” and “parents.”
- Do not divide your group by gender or orientation. Invite participants to recommend ways to divide the large group into two without relying on gender or orientation.
- Consider updating recommended music and film clips with multicultural and current selections.
- Update references to *Our Whole Lives: Sexuality Education for Grades 7-9* to the second edition.

INTRODUCTION

- p. xi The *Our Whole Lives* series now includes a seventh level for older adults.
- p. xiii Facilitator training information can be found at uua.org/re/owl/trainings as well as ucc.org/justice_sexuality-education_training-schedule.
- p. xiii Up-to-date foundational information about sexual anatomy, safer sex, and other topics can be found in *Our Whole Lives: Sexuality Education for Older Adults* (2019) and *Our Whole Lives: Sexuality Education for Grades 7-9, 2nd ed.* (2014).

INTRODUCTORY SESSION

- p. 3 Opening: Omit the quotation by Havelock Ellis.
- p. 8 Handout 1: Change third bullet under Justice and Inclusivity from “the other gender (heterosexual)” to “another gender (heterosexual).”
- p. 9 Delete the three limericks starting with “There was a young student of John’s,” “The new cinematic emporium,” and “In the Garden of Eden lay Adam.”
- p. 10-12 Handout 3: Invite participants to add other terms to Question 4 response choices. Before photocopying, block out questions 9 and 14.
- p. 13 Handout 4: Replace with revised model at uua.org/sites/live-new.uua.org/files/documents/owl/circles_sexuality.pdf

SEXUALITY AND VALUES

- p. 23 Handout 7: Number items 1 to 17. Retype before printing with the following changes: 2) Delete “if it becomes possible”; 6) delete; 10) change “prostitution” to “sex work”; 11) delete; 17) delete.

SEXUALITY AND COMMUNICATION

Use gender-neutral terms for anatomy when possible and emphasize that not everyone with a penis/scrotum identifies as male, and not everyone with a vulva/vagina identifies as female.

- p. 28 Building Bodies: Add, “If your group is large enough, create a third small group tasked with creating other combinations of sexual and reproductive organs, such as a body with a penis and a scrotum that looks like labia. Additional background information is available at isna.org/faq/printable/.”
- p. 30 Singing with Walt Whitman: In Step 2, omit the instruction to create gender-restricted poems.
- p. 33 Sharing Slang: Specify that “intercourse” may be vaginal, oral, or anal.
- p. 43 Explain that the illustration shows only a small portion of the clitoral anatomy. The clitoris includes the visible glans and prepuce (hood) and internal vestibular bulbs and extensions that form a wishbone shape around the urethra and vagina. These engorge with blood upon sexual arousal.

SEXUALITY AND SPIRITUALITY

- p. 50 Exploring Sexuality: Add, “Invite participants to include definitions specific to their own racial or cultural group.”
- p. 51 Sexuality Values of Religious Groups: Do not use this activity or related leader resources 9-12 (pages 53-60).

- p. 52 Useful Resources, Books. Update *Soul Mates* to the 2016 edition by Harper Perennial; add David W. Machacek and Melissa M. Wilcox, *Sexuality and the World's Religions* (California: ABC CLIO, 2003) and Mychal Copland and D'vorah Rose, eds., *Struggling in Good Faith: LGBTQI Inclusion from 13 American Religious Perspectives* (Vermont: Skylight Paths, 2015).

THE SEXUAL SELF

- p. 65 Sexual Life Cycle Timelines: In Step 3, avoid making gender-based observations.
- p. 67 Discovering Sexual Orientation: In Step 1, define orientation as “the type of person one is attracted to, romantically or sexually.” In Step 2, add “or some other orientation” to the list.
- p. 69 Questions for Each Other: Remind participants they have a right to pass.
- p. 71 Leader Resource 13: Change language to disassociate gender from anatomy and behavior, e.g., pubertal changes relate to bodies, not gender.

EXPERIENCING THE SEXUAL OTHER

- p. 83 Considering Sexual Connection: Replace gender with sexual anatomy, e.g., people with a penis may experience... people with a clitoris may experience...

SEXUAL DIVERSITY

- p. 148 Guided Fantasy: Omit the last two sentences of the instructions (e.g., “Do not tell the group...”). Add to the introduction on Leader Resource 24: “This visualization illustrates the need for heterosexual (straight) adults to be allies to youth and teens who are LGBTQ. If you prefer not to participate, take a break or do another quiet activity.”
- p. 157 Leader Resource 25 uses language that excludes many sexual identities recognized today. Update with more inclusive language, some of which you may find here: uua.org/lgbtq/identity.
- p. 166 Replace with definitions found at uua.org/lgbtq/identity. Remove “hermaphrodite” from any discussions. Note that the definition of intersex now includes a continuum of differences in chromosomes, hormonal balances, and sexual/reproductive anatomy. Omit the terms monosexual, neuter, non-op/non-surgical transsexual, and pre-operative transsexual. Change “sexual reassignment surgery” to “genital confirmation surgery.” Change “transvestite” to “cross-dresser.”

SEXUALITY AND FAMILY

- p. 175 At the top of the page, change “The older girl has been seduced by her stepfather into having intercourse” to “The stepfather raped the older girl.”
- p. 177 B/G/L/T Parents: Omit reference to the outdated statistics in the excerpt from *Human Sexuality Today*. The Child Question: Omit quote from Bill Cosby's book, *Fatherhood*.
- p. 178 Rights of the Child: Before beginning the activity say, “This activity deals with child sexual rights and abuse. Some of you may have personal experiences that warrant self-care during the upcoming discussion.” Rights of a Child: Prior to reading Leader Resource 29, Christmas with the Holy Family, tell participants that you will be reading a poem that mentions child sexual abuse.

SEXUALITY AND AGING

- p. 192 Abilities, Disabilities, and the Aging Body: Reframe this activity to focus on the values of creative sexual expression that capitalizes on current capabilities. From Step 3, keep only the first two sentences. Add, “What might currently abled people learn from sexually active disabled peers?”
- p. 197 Disabilities: Replace “retardation” with “dementia.” Dysfunctions: For updated information, refer to my.clevelandclinic.org/health/diseases/9121-sexual-dysfunction.

SEXUAL HEALTH

- p. 206 Considering Healthy Behavior: Replace the questions with a discussion of whether anyone should judge behaviors that are enjoyed by mutually consenting adults. Read aloud this column by Michael Castleman, M.A.: psychologytoday.com/us/blog/all-about-sex/201206/the-truth-about-bdsm-relationships.
- p. 209 Why Take Chances?: Change Step One, Bullet 3 to “What can be done to foster risk-aware decision-making?”